

## Herbert A Wood Elementary

737 Pine Ridge Drive  
West Columbia, South Carolina 29172

**Grades** 2-5 Elementary School

**Enrollment** 565 Students

**Principal** Vicki J. Traufler, Ph.D. 803-755-7420

**Superintendent** Barry F. Bolen 803-739-8399

**Board Chair** William H. "Bill" Bingham 803-739-4708

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	75	19	1

### IMPROVEMENT RATING

### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

### NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Average	Below Average	No
<b>2006</b>	Average	Good	No

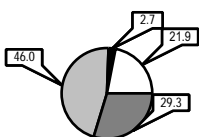
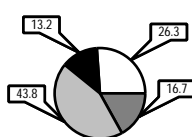
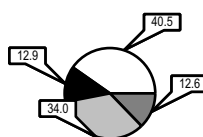
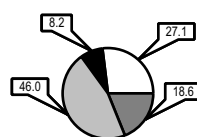
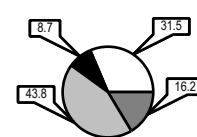
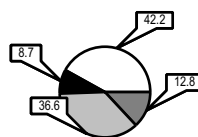
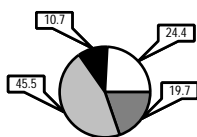
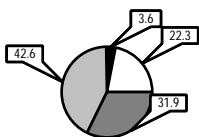
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	396	98.2	22.0	45.4	29.8	2.8	44.8	Yes	Yes
<b>Gender</b>									
Male	188	97.3	27.9	47.1	23.8	1.2	36.6	N/A	N/A
Female	208	99.0	16.6	43.9	35.3	4.3	52.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	232	98.3	13.1	48.4	33.8	4.7	51.6	Yes	Yes
African American	141	97.9	38.4	40.8	20.8	0.0	32.8	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	18.8	43.8	37.5	0.0	43.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	327	100.0	14.0	48.5	34.1	3.3	51.5	N/A	N/A
Disabled	69	89.9	61.7	30.0	8.3	0.0	11.7	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	396	98.2	22.0	45.4	29.8	2.8	44.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	16	100.0	20.0	40.0	40.0	0.0	46.7	I/S	I/S
Non-Limited English Proficient	380	98.2	22.1	45.6	29.4	2.9	44.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	266	97.7	28.7	42.6	26.6	2.1	40.1	Yes	Yes
Full-pay meals	130	99.2	9.0	50.8	36.1	4.1	54.1	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	396	98.2	25.6	44.0	17.0	13.4	42.6	Yes	Yes
<b>Gender</b>									
Male	188	97.3	24.4	41.9	18.6	15.1	44.2	N/A	N/A
Female	208	99.0	26.7	46.0	15.5	11.8	41.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	232	98.3	16.4	46.5	18.3	18.8	52.6	Yes	Yes
African American	141	97.9	42.4	43.2	11.2	3.2	23.2	No	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	25.0	25.0	43.8	6.3	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	327	100.0	19.7	46.5	19.4	14.4	48.2	N/A	N/A
Disabled	69	89.9	55.0	31.7	5.0	8.3	15.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	396	98.2	25.6	44.0	17.0	13.4	42.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	16	100.0	20.0	26.7	46.7	6.7	53.3	I/S	I/S
Non-Limited English Proficient	380	98.2	25.9	44.8	15.7	13.7	42.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	266	97.7	30.4	40.9	17.3	11.4	35.9	Yes	Yes
Full-pay meals	130	99.2	16.4	50.0	16.4	17.2	55.7	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	396	98.5	40.5	34.0	12.6	12.9	25.5
<b>Gender</b>							
Male	188	97.9	39.8	31.3	11.4	17.6	29.0
Female	208	99.0	41.3	36.5	13.8	8.5	22.2
<b>Racial/Ethnic Group</b>							
White	232	98.7	32.9	34.3	13.9	19.0	32.9
African American	141	97.9	57.0	33.6	7.0	2.3	9.4
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	25.0	31.3	31.3	12.5	43.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	327	100.0	33.1	37.1	15.1	14.7	29.8
Disabled	69	91.3	74.2	19.7	1.5	4.5	6.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	396	98.5	40.5	34.0	12.6	12.9	25.5
<b>English Proficiency</b>							
Limited English Proficient	16	100.0	20.0	33.3	33.3	13.3	46.7
Non-Limited English Proficient	380	98.4	41.4	34.0	11.7	12.9	24.6
<b>Socio-Economic Status</b>							
Subsidized meals	266	98.1	45.7	32.5	12.3	9.5	21.8
Full-pay meals	130	99.2	30.3	36.9	13.1	19.7	32.8

<b>Social Studies</b>							
All Students	396	98.5	27.1	46.0	18.6	8.2	26.8
<b>Gender</b>							
Male	188	97.9	23.9	50.6	13.1	12.5	25.6
Female	208	99.0	30.2	41.8	23.8	4.2	28.0
<b>Racial/Ethnic Group</b>							
White	232	98.7	22.2	45.8	20.4	11.6	31.9
African American	141	97.9	36.7	46.1	14.8	2.3	17.2
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	18.8	50.0	18.8	12.5	31.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	327	100.0	22.7	46.5	21.7	9.0	30.8
Disabled	69	91.3	47.0	43.9	4.5	4.5	9.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	396	98.5	27.1	46.0	18.6	8.2	26.8
<b>English Proficiency</b>							
Limited English Proficient	16	100.0	20.0	46.7	20.0	13.3	33.3
Non-Limited English Proficient	380	98.4	27.4	46.0	18.6	8.0	26.6
<b>Socio-Economic Status</b>							
Subsidized meals	266	98.1	30.5	46.5	16.5	6.6	23.0
Full-pay meals	130	99.2	20.5	45.1	23.0	11.5	34.4

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	134	100.0	30.0	35.8	30.8	3.3	34.2
	4	107	100.0	31.4	43.1	24.5	1.0	25.5
	5	140	99.3	23.8	50.0	26.2	0.0	26.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	142	99.3	21.1	42.2	31.3	5.5	36.7
	4	135	98.5	27.3	42.2	28.1	2.3	30.5
	5	119	96.6	16.5	53.4	30.1	0.0	30.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	134	100.0	21.7	58.3	15.8	4.2	20.0
	4	107	100.0	27.5	35.3	20.6	16.7	37.3
	5	140	100.0	15.0	48.8	16.5	19.7	36.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	142	99.3	30.5	45.3	14.8	9.4	24.2
	4	135	98.5	23.4	41.4	19.5	15.6	35.2
	5	119	96.6	22.3	45.6	16.5	15.5	32.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	134	100.0	51.7	35.0	9.2	4.2	13.3
	4	107	100.0	35.3	34.3	18.6	11.8	30.4
	5	140	100.0	34.6	33.9	12.6	18.9	31.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	142	100.0	48.8	35.7	7.8	7.8	15.5
	4	135	98.5	36.4	35.7	14.0	14.0	27.9
	5	119	96.6	35.5	29.9	16.8	17.8	34.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	134	100.0	28.3	56.7	12.5	2.5	15.0
	4	107	100.0	31.4	41.2	20.6	6.9	27.5
	5	140	100.0	35.4	40.2	15.0	9.4	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	142	100.0	27.1	48.8	15.5	8.5	24.0
	4	135	98.5	21.7	45.7	26.4	6.2	32.6
	5	119	96.6	33.6	43.0	13.1	10.3	23.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 565)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	2.0%	Up from 1.4%	3.7%	2.8%
Attendance rate	95.9%	Down from 96.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.8%	Down from 2.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%	Down from 2.1%	0.0%	0.0%
Eligible for gifted and talented	11.6%	Down from 15.5%	8.9%	10.4%
On academic plans	45.0%	N/AV	39.9%	33.6%
On academic probation	26.4%	N/AV	3.6%	1.0%
With disabilities other than speech	11.4%	Up from 11.0%	8.4%	7.5%
Older than usual for grade	0.0%	Down from 0.2%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 38)</b>				
Teachers with advanced degrees	39.5%	Up from 28.9%	54.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.7%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	3.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.2%	Down from 91.5%	87.3%	87.3%
Teacher attendance rate	95.3%	Down from 96.1%	95.2%	94.9%
Average teacher salary	\$39,140	Down 2.3%	\$42,266	\$42,485
Prof. development days/teacher	15.0 days	Up from 14.0 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 18.0 to 1	18.0 to 1	18.6 to 1
Prime instructional time	90.4%	Down from 92.1%	89.7%	89.7%
Dollars spent per pupil*	\$5,585	Down 4.9%	\$6,344	\$6,557
Percent of expenditures for teacher salaries*	68.9%	Up from 64.7%	63.5%	64.0%
Percent of expenditures for instruction*	72.2%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.8%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Herbert A. Wood Elementary School continued to provide exceptional programs and opportunities to enable all students to experience success throughout the year. One of our school-wide goals was to improve student achievement at all levels. To enhance instruction in Language Arts, our teachers worked with our Literacy Coach to maximize the use of our updated lexiled library, DRA testing, and leveled readers as we continued to differentiate instruction through the Literacy Model. Our part-time SOAR teacher was hired as a full-time teacher. As a result, we were able to reach seven additional second grade students through the Early Success to Reading Program. Our writing specialist worked with teachers, small groups of children, and individuals to fine tune students' writing skills. We continued to offer the opportunity for students to publish their own creative writing through the Woody Owl Publishing Company. We added the Arthur Club to our existing three reading incentive programs to better meet the needs of our second grade students. To enhance instruction in Mathematics, we added a Math Coach to provide the services of consultation, coordination, coaching, and collaboration to our staff.

We also purchased the new Calendar Math Program for all math teachers through PTO funds or donations from community businesses. We are very proud of our new Science Lab, staffed with a certified teacher, that offers standards-based, hands on instruction to every student at Wood Elementary. The Mad Science Program also offered three after-school programs and several school-wide assembly programs. Among our many accomplishments, we recognized five teachers who are National Board Certified, 34 students who maintained perfect attendance for the school year, and one fifth grade student who earned all As for his entire school career.

Another one of our school-wide goals was to collaborate in joint curriculum planning. We provided common planning time for grade level collaboration at all levels. Our school became more involved with our community through Student Council service projects, ongoing partnership with the Senior Center of Pine Ridge, and several business partners.

Two local businesses provided services during all PTO functions. Wood Elementary hosted a series of parenting classes that served families in the Congaree, Pine Ridge, and surrounding areas. We offered several additional opportunities to involve our community members, including Family Math Night, the Math Prize Patrol, and the Reading Prize Patrol. Our teachers also supervised ten practicum students from the University of South Carolina.

Our Character Education Program has been emphasized through daily character education tips for students, monthly recognition of Good Citizens, continuation of the Woody Angels mentoring program, flexible scheduling for our guidance services, and the implementation of the FISH-for Schools curriculum for several classrooms.

Our third school-wide goal was to utilize technological resources to enhance classroom curriculum. We purchased Compass Learning for our classrooms and computer lab, 12 interactive boards and LCD projectors, and laptops for all classroom teachers to provide innovative educational opportunities for all of our students.

We will continue to seek and to provide the best possible educational programs, resources, and opportunities to enable every child at Herbert A. Wood Elementary to excel in all endeavors.

Vicki J. Trauffer, Ph.D., Principal  
Tonya Barker, School Improvement Council Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	36	105	75
<b>Percent satisfied with learning environment</b>	97.2%	81.7%	76.4%
<b>Percent satisfied with social and physical environment</b>	97.2%	82.9%	80.6%
<b>Percent satisfied with school-home relations</b>	80.6%	82.5%	84.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.